



21ST CCLC

APPLICATION COVER PAGE (2.5 POINTS)

NAME OF LEA OR ORGANIZATION	MIAMI COUNTY YMCA
ADDRESS	34 E. 6 TH ST.; PERU, IN 46970
COUNTY	MIAMI
NAME OF CONTACT PERSON	BARB ALTHOUSE
TITLE	YOUTH & FAMILY DIRECTOR
PHONE NUMBER	765-472-1979
EMAIL	BALTHOUSE@MCYMCA.ORG
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	MARK DEMCHAK
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	MDEMCHAK@MCYMCA.ORG

NAME OF SCHOOLS TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
ELMWOOD PRIMARY LEARNING CENTER(SCHOOL CORP #6097)	64.7%	B "APPROACHES EXPECTATIONS"	30	K-2 ND
BLAIR POINTE UPPER ELEMENTARY (SCHOOL CORP #6093)	64.7%	B "APPROACHES EXPECTATIONS"	25	3 RD -6 TH
PIPE CREEK ELEMENTARY (SCHOOL CORP #6012)	63.1%	D "APPROACHES EXPECTATIONS"	5	K-1 ST



21ST CCLC

MACONAQUAH ELEMENTARY (SCHOOL CORP #6035)	64.6%	D "APPROACHES EXPECTATIONS"	15	2 ND -5 TH
NORTH MIAMI ELEMENTARY (SCHOOL CORP #6051)	42.6%	B "APPROACHES EXPECTATIONS"	10	K-6 TH

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
MIAMI COUNTY YMCA	34 E. 6 TH ST.	PERU/MIAMI

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	K-6TH
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	SOCIAL EMOTIONAL LEARNING
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	AFTER SCHOOL: 3PM-6PM; 180 SCHOOL DAYS INTERSESSION: 6AM-6PM; 25 PLANNED FULL DAYS OUT OF SCHOOL
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	No.



21ST CCLC

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;



21ST CCLC

- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public



21ST CCLC

schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See

http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

- The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- All partners will review and comply with the above assurances.

Miami County YMCA

Applicant Name (LEA or Organization)

A handwritten signature in black ink, appearing to be "JAM", written over a horizontal line.

Authorized Signature

A handwritten date "8/11/2020" in black ink, written over a horizontal line.

Date

MEMORANDUM OF UNDERSTANDING between Miami County YMCA and Peru Community Schools

The **Miami County YMCA**, hereinafter referred to as **the YMCA**, and the **Peru Community Schools**, hereinafter referred to as a **PCS**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **the YMCA** from the Indiana Department of Education.

The YMCA and PCS desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **The YMCA and PCS** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **the Miami County YMCA**.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

The Miami County YMCA (YMCA) agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide all staff and contracted partners to administrate and provide 21st CLCC programs and activities that include academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
3. Provide adequate space for services. This will include a minimum of a designated office space, program rooms, and kitchen and meal time services at the YMCA. Space provided will also include access to needed office equipment, telephones, and supplies.
4. Work collaboratively with **PCS** to identify high-priority student participants and to meet needs of youth served in the program.
5. Develop common confidentiality guidelines to share information between **the YMCA and PCS** to the extent permitted by state and federal law, including, but not limited to, the Family Educational Rights and Privacy Act, the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
6. Provide out-of-school time snacks and supper meals through the federal CACFP program or through other means that meet similar nutritional standards.

7. Maintain coordination of other agencies and service providers with **PCS**.
8. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
9. Assist with coordination for the safe transportation of participants from the 21st CCLC Out-of-School Time Program to home at the conclusion of each day.
10. Provide professional development opportunities to **PCS** staff.

Subject to School Board Approval, Peru Community Schools (PCS) will:

1. Provide opportunities for the YMCA to communicate in person, electronically, or by other appropriate means with parents during their school registration process regarding the 21st CCLC program.
2. Provide transportation after school to the YMCA for 21st CCLC participants who are eligible **PCS** students.
3. Provide any student and school data required to be reported under the 21st CCLC grant requirements.
4. Assist in building and maintaining relationships with relevant parents, teachers, counselors, and other related school personnel in support of meeting grant goals, including but not limited to the Program Advisory Council, surveys and focus groups, and other data gathering,

TERMS

This Memorandum of Understanding is subject to School Board review and approval. The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through **June 30, 2025**. This MOU may be reviewed by both parties annually.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter. It is also subject to School Board review and final approval.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated without cause by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The YMCA agrees to indemnify, defend and hold harmless **PCS**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees),

losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to any intentional acts of **the YMCA**, negligence of **the YMCA** or any allegations thereof. It is understood that such indemnity shall survive the termination of this Agreement.

PCS agrees to indemnify, defend and hold harmless **the YMCA**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the any intentional acts of **PCS**, negligence of **PCS** or any allegations thereof. It is understood that such indemnity shall survive the termination of this Agreement.

INSURANCE

As part of, but without limiting the hold harmless covenant **PCS** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). **The Miami County YMCA**, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with **the YMCA** before commencement by **PCS** of performance under this MOU. Furthermore, as part of, but without limiting the hold harmless covenant, **the YMCA** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). **Peru Community Schools**, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with **PCS** before commencement by **the YMCA** of performance under this MOU.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this MOU is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

BACKGROUND CHECKS

PCS shall conduct a criminal background check and Indiana expanded child protection index check of its employees and, upon receipt of those checks, certify to **the YMCA** that no **PCS** employee, contractor, or volunteer working with 21st CCLC youth and parents has been convicted of a violent or serious felony as defined by statute. **The YMCA** shall conduct a criminal background check and Indiana expanded child protection index check of its employees and, upon receipt of those checks, certify to **PCS** that no **YMCA** employee, contractor, or volunteer working with 21st CCLC youth and parents has been convicted of a violent or serious felony as defined by statute.

WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following:

Miami County YMCA

ATTN: Executive Director

34 E. 6th St.

Peru, IN 46970

Peru Community Schools

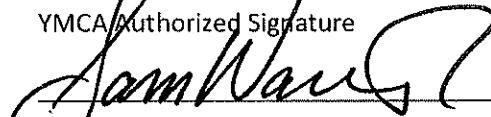
Attn: _____

We, the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and approve it:

 _____ 8/11/2020

YMCA Authorized Signature

Date

 _____ 8/11/2020

Peru Community Schools Authorized Signature

Date

MEMORANDUM OF UNDERSTANDING between Miami County YMCA and Maconaquah School Corporation

The Miami County YMCA, hereinafter referred to as the YMCA, and the Maconaquah School Corporation, hereinafter referred to as Maconaquah, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the YMCA from the Indiana Department of Education.

The YMCA and Maconaquah desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The YMCA and Maconaquah will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at the Miami County YMCA.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

The Miami County YMCA (YMCA) agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide all staff and contracted partners to administrate and provide 21st CLCC programs and activities that include academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
3. Provide adequate space for services. This will include a minimum of a designated office space, program rooms, and kitchen and meal time services at the YMCA. Space provided will also include access to needed office equipment, telephones, and supplies.
4. Work collaboratively with Maconaquah to identify high-priority student participants and to meet needs of youth served in the program.
5. Develop common confidentiality guidelines to share information between the YMCA and Maconaquah to the extent permitted by state and federal law, including, but not limited to, the Family Educational Rights and Privacy Act, the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.

6. Provide out-of-school time snacks and supper meals through the federal CACFP program or through other means that meet similar nutritional standards.

7. Maintain coordination of other agencies and service providers with **Maconaquah**.

8. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

9. Assist with coordination for the safe transportation of participants from the 21st CCLC Out-of-School Time Program to home at the conclusion of each day.

10. Provide professional development opportunities to **Maconaquah** staff.

Maconaquah School Corporation (Maconaquah) will:

1. Provide opportunities for the YMCA to communicate in person, electronically, or by other appropriate means with parents during their school registration process regarding the 21st CCLC program.

2. Provide transportation after school to the YMCA for 21st CCLC participants who are eligible **Maconaquah** students.

3. Provide any student and school data required to be reported under the 21st CCLC grant requirements.

4. Assist in building and maintaining relationships with relevant parents, teachers, counselors, and other related school personnel in support of meeting grant goals, including but not limited to the Program Advisory Council, surveys and focus groups, and other data gathering.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through **June 30, 2025**. This MOU may be reviewed by both parties annually.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated without cause by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The YMCA agrees to indemnify, defend and hold harmless Maconaquah, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to any intentional acts of the YMCA, negligence of the YMCA or any allegations thereof. It is understood that such indemnity shall survive the termination of this Agreement.

Maconaquah agrees to indemnify, defend and hold harmless the YMCA, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the any intentional acts of Maconaquah, negligence of Maconaquah or any allegations thereof. It is understood that such indemnity shall survive the termination of this Agreement.

INSURANCE

As part of, but without limiting the hold harmless covenant, Maconaquah shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). The Miami County YMCA, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with the YMCA before commencement by Maconaquah of performance under this MOU. Furthermore, as part of, but without limiting the hold harmless covenant, the YMCA shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). Maconaquah School Corporation, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with Maconaquah before commencement by the YMCA of performance under this MOU.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this MOU is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

BACKGROUND CHECKS

Maconaquah shall conduct a criminal background check and Indiana expanded child protection index check of its employees and, upon receipt of those checks, certify to the YMCA that no Maconaquah employee, contractor, or volunteer working with 21st CCLC youth and parents has been convicted of a violent or serious felony as defined by statute. The YMCA shall conduct a criminal background check and Indiana expanded child protection index check of its employees and, upon receipt of those checks,

certify to Maconaquah that no YMCA employee, contractor, or volunteer working with 21st CCLC youth and parents has been convicted of a violent or serious felony as defined by statute.

WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following:

Miami County YMCA

Attn: Executive Director

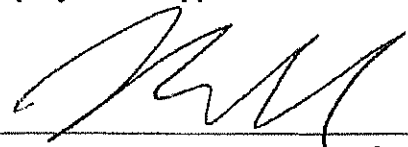
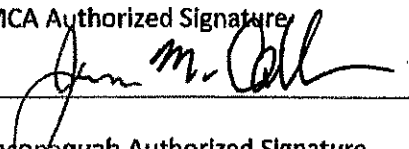
34 E. 6th St.

Peru, IN 46970

Maconaquah School Corporation

Attn: Superintendent
Maconaquah School Corp

We, the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and approve it:

	<u>8/10/2020</u>
YMCA Authorized Signature	Date
	<u>8/10/2020</u>
Maconaquah Authorized Signature	Date

MEMORANDUM OF UNDERSTANDING between Miami County YMCA and North Miami Community Schools

The Miami County YMCA, hereinafter referred to as the YMCA, and the North Miami Community Schools, hereinafter referred to as North Miami, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the YMCA from the Indiana Department of Education.

The YMCA and North Miami desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The YMCA and North Miami will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at the Miami County YMCA.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

The Miami County YMCA (YMCA) agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide all staff and contracted partners to administrate and provide 21st CLCC programs and activities that include academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
3. Provide adequate space for services. This will include a minimum of a designated office space, program rooms, and kitchen and meal time services at the YMCA. Space provided will also include access to needed office equipment, telephones, and supplies.
4. Work collaboratively with North Miami to identify high-priority student participants and to meet needs of youth served in the program.
5. Develop common confidentiality guidelines to share information between the YMCA and North Miami to the extent permitted by state and federal law, including, but not limited to, the Family Educational Rights and Privacy Act, the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.

6. Provide out-of-school time snacks and supper meals through the federal CACFP program or through other means that meet similar nutritional standards.

7. Maintain coordination of other agencies and service providers with **North Miami**.

8. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

9. Assist with coordination for the safe transportation of participants from the 21st CCLC Out-of-School Time Program to home at the conclusion of each day.

10. Provide professional development opportunities to **North Miami** staff.

North Miami Community Schools (North Miami) will:

1. Provide opportunities for the YMCA to communicate in person, electronically, or by other appropriate means with parents during their school registration process regarding the 21st CCLC program.

2. Provide transportation after school to the YMCA for 21st CCLC participants who are eligible **North Miami** students.

3. Provide any student and school data required to be reported under the 21st CCLC grant requirements.

4. Assist in building and maintaining relationships with relevant parents, teachers, counselors, and other related school personnel in support of meeting grant goals, including but not limited to the Program Advisory Council, surveys and focus groups, and other data gathering,

TERMS

The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through **June 30, 2025**. This MOU may be reviewed by both parties annually.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated without cause by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The YMCA agrees to indemnify, defend and hold harmless **North Miami**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to any intentional acts of **the YMCA**, negligence of **the YMCA** or any allegations thereof. It is understood that such indemnity shall survive the termination of this Agreement.

North Miami agrees to indemnify, defend and hold harmless **the YMCA**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the any intentional acts of **North Miami**, negligence of **North Miami** or any allegations thereof. It is understood that such indemnity shall survive the termination of this Agreement.

INSURANCE

As part of, but without limiting the hold harmless covenant, **North Miami** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). **The Miami County YMCA**, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with **the YMCA** before commencement by **North Miami** of performance under this MOU. Furthermore, as part of, but without limiting the hold harmless covenant, **the YMCA** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). **North Miami Community Schools**, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with **North Miami** before commencement by **the YMCA** of performance under this MOU.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this MOU is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

BACKGROUND CHECKS

North Miami shall conduct a criminal background check and Indiana expanded child protection index check of its employees and, upon receipt of those checks, certify to **the YMCA** that no **North Miami** employee, contractor, or volunteer working with 21st CCLC youth and parents has been convicted of a violent or serious felony as defined by statute. **The YMCA** shall conduct a criminal background check and Indiana expanded child protection index check of its employees and, upon receipt of those checks,

certify to North Miami that no YMCA employee, contractor, or volunteer working with 21st CCLC youth and parents has been convicted of a violent or serious felony as defined by statute.

WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following:

Miami County YMCA

ATTN: Executive Director 34 E. 6th St.

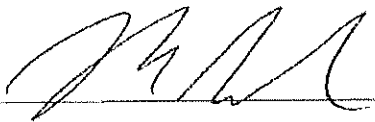
Peru, IN 46970

North Miami Community Schools

Attn: 394 E 90th N

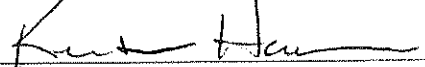
DENVER, IN 46926

We, the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and approve it:

 8/10/2020

YMCA Authorized Signature

Date

 8/10/2020

North Miami Authorized Signature

Date

MEMORANDUM OF UNDERSTANDING between Miami County YMCA and the More For Miami Coalition

The **Miami County YMCA**, hereinafter referred to as **the YMCA**, and the **More For Miami Coalition**, hereinafter referred to as **More For Miami**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **the YMCA** from the Indiana Department of Education.

The YMCA and **More For Miami** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **The YMCA** and **More For Miami** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **the Miami County YMCA**.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

The Miami County YMCA (YMCA) agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide all staff and contracted partners to administrate and provide 21st CLCC programs and activities that include academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
3. Provide adequate space for services. This will include a minimum of a designated office space, program rooms, and kitchen and meal time services at the YMCA. Space provided will also include access to needed office equipment, telephones, and supplies.
4. Work collaboratively with **More For Miami** to identify high-priority needs of student participants and plan appropriate social and emotional competency building activities.
5. Develop common confidentiality guidelines to share information between **the YMCA** and **More For Miami** to the extent permitted by state and federal law, including, but not limited to, the Family Educational Rights and Privacy Act, the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
7. Maintain coordination of other agencies and service providers with **More For Miami**.

8. Provide adequate funding for costs incurred (if any) by **More For Miami**, as mutually agreed upon before such costs are incurred.
9. Conduct criminal background checks of any volunteers, contractors, or other personnel recruited or referred by **More For Miami** in accordance with federal and state requirements.

More For Miami Coalition will:

1. Provide trainers for **YMCA** staff and/or instructors to deliver Botvin Life Skills, Al's Pals, and other appropriate social and emotional competency building programs to 21st CCLC participants.
2. Provide counsel to 21st CCLC program and administrative staff in the selection, vetting, and implementation of evidence based and other programming that will help achieve the goals of the 21st CCLC program.
3. Coordinate efforts to recruit volunteers, guest speakers, and other interested parties to enhance and support the 21st CCLC program.
4. Help identify potential partners and other resources helpful to the 21st CCLC program.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through **June 30, 2025**. This MOU may be reviewed by both parties annually.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated without cause by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The YMCA agrees to indemnify, defend and hold harmless **More For Miami**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to any intentional acts of **the YMCA**, negligence of **the YMCA** or any allegations thereof. It is understood that such indemnity shall survive the termination of this Agreement.

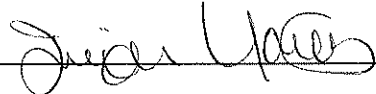
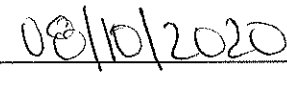
More For Miami agrees to indemnify, defend and hold harmless the **YMCA**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the any intentional acts of **More For Miami**, negligence of **More For Miami** or any allegations thereof. It is understood that such indemnity shall survive the termination of this Agreement.

We, the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and approve it:

	
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YMCA Authorized Signature

Date

	
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More For Miami Authorized Signature

Date

MEMORANDUM OF UNDERSTANDING between Miami County YMCA and Y Public Transit

The **Miami County YMCA**, hereinafter referred to as **the YMCA**, and **Y Public Transit**, hereinafter referred to as **Y Transit**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **the YMCA** from the Indiana Department of Education.

The YMCA and Y Transit desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **The YMCA and Y Transit** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **the Miami County YMCA**.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

The Miami County YMCA (YMCA) agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide all staff and contracted partners to administrate and provide 21st CLCC programs and activities that include academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
3. Provide adequate space for services. This will include a minimum of a designated office space, program rooms, and kitchen and meal time services at the YMCA. Space provided will also include access to needed office equipment, telephones, and supplies.
4. Work collaboratively with **Y Transit** to identify high-priority student participants with transportation challenges.
5. Develop common confidentiality guidelines to share information between **the YMCA and Y Transit** to the extent permitted by state and federal law, including, but not limited to, the Family Educational Rights and Privacy Act, the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
7. Maintain coordination of other agencies and service providers with **Y Transit**.

8. Assist with the coordination of and provide the necessary information and schedules in a timely fashion for the safe transportation of participants who have no other means of transportation from the 21st CCLC Out-of-School Time Program to home at the conclusion of each day.

9. Follow all **Y Transit** policies and procedures for the safe transportation of children.

10. Provide adequate funding for transportation of program participants.

Y Public Transit (Y Transit) will:

1. Provide transportation for 21st CCLC program participants who have no other means of transportation from the YMCA to their homes or other destinations, as authorized by their parents or guardians.

2. Charge transportation fees at a rate not to exceed what is normally charged for students and submit an itemized bill monthly to **the YMCA** for rides provided to 21st CCLC participants in the prior month.

3. Follow all **YMCA** policies and procedures for the safe transportation of children.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through **June 30, 2025**. This MOU may be reviewed by both parties annually.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated without cause by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

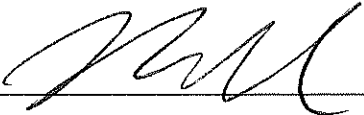
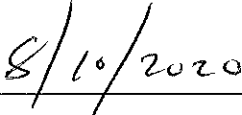
AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

BACKGROUND CHECKS

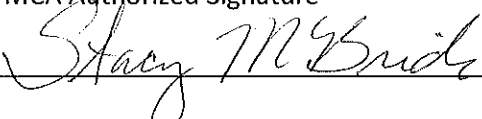

Y Transit shall conduct criminal background checks of its employees in accordance with federal and state public transit requirements, and, upon receipt of those checks, certify to **the YMCA** that no **Y Transit** employee, contractor, or volunteer working with 21st CCLC youth and parents has been convicted of a violent or serious felony as defined by statute. **The YMCA** shall conduct a criminal background check of its employees in accordance with federal and state requirements and, upon receipt of those checks, certify to **Y Transit** that no **YMCA** employee, contractor, or volunteer working with 21st CCLC youth and parents has been convicted of a violent or serious felony as defined by statute.

We, the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and approve it:

	
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YMCA Authorized Signature

Date

	
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Y Public Transit Authorized Signature

Date

MEMORANDUM OF UNDERSTANDING between Miami County YMCA and Reed-Edmunds, LLC dba AcesPLUS®

The **Miami County YMCA**, hereinafter referred to as **the YMCA**, and Reed-Edmunds, LLC, hereinafter referred to as **AcesPLUS®**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center (CLCC) Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **the YMCA** from the Indiana Department of Education.

The YMCA and AcesPLUS desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **The YMCA and AcesPLUS** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **the Miami County YMCA**.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

The Miami County YMCA (YMCA) agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide all staff and contracted partners to administrate and provide 21st CLCC programs and activities that include academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
3. Provide adequate space for services. This will include a minimum of a designated office space, program rooms, and kitchen and meal time services at the YMCA. Space provided will also include access to needed office equipment, telephones, and supplies.
4. Work collaboratively with **AcesPLUS** to identify high-priority needs of student participants and plan appropriate social and emotional competency building activities.
5. Develop common confidentiality guidelines to share information between **the YMCA and AcesPLUS** to the extent permitted by state and federal law, including, but not limited to, the Family Educational Rights and Privacy Act, the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
7. Maintain coordination of other agencies and service providers with **AcesPLUS**.

8. Provide adequate funding for costs incurred (if any) by **AcesPLUS**, as mutually agreed upon before such costs are incurred.

9. Conduct criminal background checks of any volunteers, contractors, or other personnel recruited or referred by **AcesPLUS** in accordance with federal and state requirements.

AcesPLUS will:

1. Provide Positive Culture Framework (PCF) training to CCLC program staff and interested personnel from our partner schools and partner agencies.

2. Provide a parent newsletter template that we can use to share the achievements of CCLC participants with parents and other stakeholders. The "spotlight" newsletter will also be used to provide parents with at-home activities that support social and emotional competency building and family engagement in student academics.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through **June 30, 2025**. This MOU may be reviewed by both parties annually.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated without cause by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

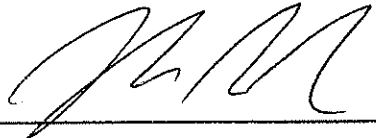
HOLD HARMLESS/INDEMNIFICATION

The YMCA agrees to indemnify, defend and hold harmless **AcesPLUS**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to any intentional acts of **the YMCA**, negligence of **the YMCA** or any allegations thereof. It is understood that such indemnity shall survive the termination of this Agreement.

AcesPLUS agrees to indemnify, defend and hold harmless **the YMCA**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the


any intentional acts of **AcesPLUS**, negligence of **AcesPLUS** or any allegations thereof. It is understood that such indemnity shall survive the termination of this Agreement.

We, the undersigned, have read and agree with this MOU. Further, we have reviewed the proposed project and approve it:

 8/10/2020

YMCA Authorized Signature

Date


AUSTIN J. REED, PHD
AcesPLUS Authorized Signature

08-10-20

Date

MEMORANDUM OF UNDERSTANDING between Miami County YMCA and the Indiana Youth Institute

The **Miami County YMCA**, hereinafter referred to as **the YMCA**, and the **Indiana Youth Institute**, hereinafter referred to as **IYI**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **the YMCA** from the Indiana Department of Education.

The YMCA and **IYI** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **The YMCA** and **IYI** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **the Miami County YMCA**.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

The Miami County YMCA (YMCA) agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide all staff and contracted partners to administrate and provide 21st CLCC programs and activities that include academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
3. Provide adequate space for services. This will include a minimum of a designated office space, program rooms, and kitchen and meal time services at the YMCA. Space provided will also include access to needed office equipment, telephones, and supplies.
4. Work collaboratively with **IYI** to identify high-priority needs of student participants and plan appropriate social and emotional competency building activities.
5. Develop common confidentiality guidelines to share information between **the YMCA** and **IYI** to the extent permitted by state and federal law, including, but not limited to, the Family Educational Rights and Privacy Act, the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
7. Maintain coordination of other agencies and service providers with **IYI**.

8. Provide funding for cost incurred by **IYI** equal to no more than 6% of the grant award, as specified by 21st CCLC program requirements.

9. As is legally allowable and reasonable, provide access to information, data, personnel, stakeholders, partners, assessments, and other materials for the purposes of Local Evaluation.

Indiana Youth Institute will:

1. Provide trainers for **YMCA** Local Evaluation services as specified by 21st CCLC grant requirements.

2. Provide counsel to 21st CCLC program and administrative staff in the selection, vetting, and implementation of evidence based and other programming that will help achieve the goals of the 21st CCLC program.

3. Comply with all 21st CCLC program guidelines and requirements.

4. Help identify potential partners and other resources helpful to the 21st CCLC program.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through **June 30, 2023**. This MOU may be reviewed by both parties annually and renewed by mutual agreement at the end of the initial term.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated without cause by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

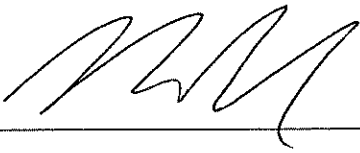
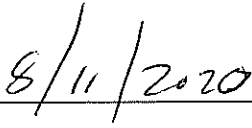
Amendments to this MOU may be made with the mutual written agreement of both parties.

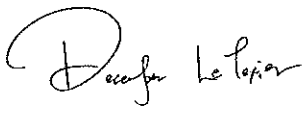
HOLD HARMLESS/INDEMNIFICATION

The **YMCA** agrees to indemnify, defend and hold harmless **IYI**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to any intentional acts of the **YMCA**, negligence of the **YMCA** or any allegations thereof. It is understood that such indemnity shall survive the termination of this Agreement.

IYI agrees to indemnify, defend and hold harmless the YMCA, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the any intentional acts of IYI, negligence of IYI or any allegations thereof. It is understood that such indemnity shall survive the termination of this Agreement.

We, the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and approve it:

	
_____	_____
YMCA Authorized Signature	Date

	8/11/20
_____	_____
Indiana Youth Institute Authorized Signature	Date



21ST CCLC

SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

We have secured signed MOUs for all program partners, including:

- Peru Community Schools
- Maconaquah School Corporation
- North Miami Community Schools
- More For Miami Coalition
- Y Transit Services
- Aces Plus
- Indiana Youth Institute

COMPLETED NON-PUBLIC CONSULTATION FORM(S)



Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

<Applicant Name> met with <Non-Public School Name> on <Month/Date/Year> in consultation for participation in a 21st CCLC initiative in <City/County>

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☐ Yes, we wish to participate

☐ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

N/A
Non-Public School Representative

Signature

N/A
Applicant Representative

Signature



21ST CCLC

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

Formal child care provided by the Miami County YMCA started in 1987, and in that same year relationships with all three Miami County school districts began. Those first tentative steps toward working together have grown over the years to form strong, collaborative partnerships that now provide a strong foundation for a 21st CCLC project.

If fully funded, we will be able to implement a 21st CCLC program that will serve 85 children grades K-6 from five elementary schools across three public school districts. This represents a 30% increase in the number of participants we currently serve—an extension of reach that we would not be able to accomplish otherwise during a time of significant need and uncertainty. 20% of youth in Miami County live below the poverty line, and the median household income is 15% below the state average. All of our county's public schools have a free and reduced lunch rate above 40%, with four of the five schools we are targeting above 63%.

Economic disadvantages are only one challenge facing our youth. Academically, student proficiency in English Language Arts in the targeted schools is five to eight points below the state average, and between 39% and 50% of elementary students are at grade level in mathematics, proving a strong need for academic enrichment.

But the need for social and emotional competencies is even greater.

The most recent Indiana Youth Survey of Miami County 8th graders has shown our youth development stakeholders a future of increasing risk factors for substance abuse, juvenile crime, and other behavioral problems, and the long term isolation due to the COVID-19 lockdown has only added to the risks for our youth. Miami County mental health providers are reporting a 70% increase in referral calls, and increased rates of domestic abuse, substance abuse, and suicide are symptoms of increased anxiety, depression, and self-harm. Our youth need intervention now, and without the resiliency and coping skills learned through SEL, the future for Miami children and families is a disturbing one.

21st CCLC will provide our community stakeholders the opportunity to step up to meet what is becoming an unprecedented need. Our proposal will increase the reach and enhance our current Afterschool program by lowering the economic and transportation barriers to participation and



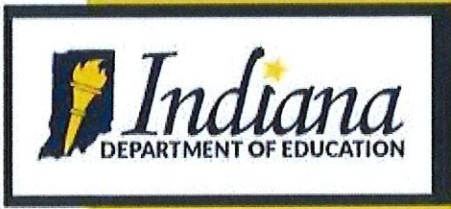
21ST CCLC

offering evidenced based activities proven to improve both the academic proficiency and social and emotional competencies in struggling youth. Along with research based curricula, we will be offering a variety of recreational activities including cooking, arts and crafts, gym games, and swimming, all of which help meet non-academic needs. Through the CACFP, every participant will receive a healthy meal, and our family engagement plan includes a lending library, education, and special events are designed to promote more parental involvement in education.

Combined, our efforts are intended to increase academic achievement enough that 75% of participants will be proficient in ELA and 60% will attain proficiency in math. Furthermore, 85% of participants will reach SEL competency levels appropriate for their age.

Key partners have stepped up to support these efforts, including all three school districts, the leading substance abuse prevention coalition, and an expert in health promotion and strategy. Transportation resources from the schools and the YMCA have been incorporated, and the robust staff development plan developed by combining the YMCA's proven leadership training and resources from leading afterschool and education support organizations will provide the necessary foundation for our staff to achieve our program objectives.

While the challenges faced by our community are significant, this is not new work for the YMCA. Since 1902, the Miami County YMCA has been serving youth by providing activities that promote a healthy spirit, mind, and body. Now, more than six generations later, we are as determined and committed to that mission as our founders were. The 21st CCLC program gives our YMCA and related partners the chance to expand and enhance the impact for the seventh generation during a time when the need for positive adult role models, coping skills, and other social and emotional competencies is increasing at an alarming pace. We are grateful for this opportunity to step up when our community is most in need, and we appreciate your time and consideration for our proposal.



21ST CCLC

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

1. Minimum Criteria: All participants in the YMCA's 21st CCLC program attend schools with 40% or higher of student population who qualify for the Free and Reduced Lunch program:

- Elmwood Primary Learning Center—64.7%
- Blair Pointe Upper Elementary—64.7%
- Pipe Creek Elementary—63.1%
- Maconaquah Elementary—64.7%
- North Miami Elementary—42.6%

Furthermore, both Pipe Creek Elementary and Maconaquah Elementary have a current State Grade of "D", and all five schools have a federal rating of "Approaches Expectations."

(Source: IDOE's INview; 2019-2020 school year)

2. Origin of Partnership: Since 1987, the YMCA has been providing After School care for students of Peru, Maconaquah, and North Miami school districts. Through the years, school district partnerships have expanded to include collaborations in youth sports, recreation activities for special needs students, and transportation. For the past four years, the YMCA has facilitated faculty training and program delivery to prevent substance abuse in all three districts through a grant from the Indiana Department of Mental Health and Addiction (DMHA); thousands of preschool and middle school children have participated in the evidenced based programs since 2016 through our partnership.

3. Priority Area: The priority area selected for this program is Social Emotional Learning for two reasons:

- All three school superintendents identified SEL as the priority area in which their students needed the most additional enrichment. Each felt that the district already had supplemental programming in place for the other three priority areas.
- The YMCA recently completed specific training in social and emotional (SE) competency building in children. Developed by YMCA of the USA, our child care department staff received intensive SE training through the Character Development Learning Institute (CDLI), and we successfully implemented the program over the past two years.



21ST CCLC

Because of these reasons, the YMCA's 21st CCLC program objectives will include combining what we have learned through CDLI training with learning objectives identified by each school district and then aligning those goals with INDOE's Social-Emotional Learning Competencies. Working together, we will achieve a measurable increase in students' abilities to understand and regulate their emotions and strengthen their skills in the IDOE's SEL Competencies of Regulation, Collaboration, Connection, and Critical-Thinking. Performance measures will include periodically checking for alignment with INDOE's SEL Competencies and periodic measurement of student SE skills through Aperture Education's DESSA assessment tool, of which we are already familiar through the CDLI initiative.

To meet the professional development criteria, our staff will attend all required conferences as well as continuing their training through YUSA's CDLI resources. We will also measure staff progress in building social and emotional competencies through Algorhythm's Hello Insight assessment tool, an assessment we already use in our child care programs. Opportunities for further training will be sought through our school partners, More For Miami, (our community's substance abuse prevention coalition), and Aces Plus, a local company that specializes in public health strategies, including the Strategic Prevention Framework and the Positive Culture Framework. Furthermore, relevant professional development opportunities will be made available for school staff and volunteers who work with the YMCA's 21st CCLC.

PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

The Miami County YMCA has never received 21st CCLC funding and therefore meets at least one of the criteria for Priority Points.

NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

1. Data Evidence: The latest data evidence available shows a significant need for supplementing academic achievement and serving children in poverty throughout Miami County.

a. Student achievement: We are targeting all five elementary schools at three Miami County school districts to achieve the most comprehensive impact possible. According to the Indiana Youth Institute (IYI), Miami County



21ST CCLC

students ranked 80th out of 92 counties in passing Math ISTEP+ and ILEARN and 74th in passing English Language Arts ISTEP+ and ILEARN. According to the Indiana Department of Education (IDOE) the schools we are targeting all score between 5 and 8 points below the state averages in English Language Arts (ELA), which means less than half of Miami County students are showing proficiency in ELA. Mathematics proficiency is not much better with only one school scoring just above 50% proficiency in math and the lowest performing school at just 39% proficiency. And while changes in IDOE's testing instruments have made long term trends difficult to assess, it is clear from available data that Miami County students are less proficient than their peers across the state and a focus on academic achievement—especially in ELA—is very much needed.

b. Demographic measures: According to the Robert Wood Johnson Foundation's 2020 County Health Rankings, in Miami County:

- 1 child in 5 lives in poverty
- 1 child in 3 lives in a single parent household
- Median household income (\$47,600) is 15% below the Indiana average

According to the Indiana Department of Workforce Development's latest income numbers (2018), Miami County workers per capita income is 26% below the state average. Furthermore, IDOE reports that children from all five schools we are targeting have free and reduced lunch (FRL) eligibility above 40%, with 4 of the 5 schools reporting nearly two thirds of students qualify for FRL:

- Elmwood Primary Learning Center—64.7%
- Blair Pointe Upper Elementary—64.7%
- Pipe Creek Elementary—63.1%
- Maconaquah Elementary—64.0%
- North Miami Elementary—42.6%

In summary, significantly more Miami County youth live in poverty and in single parent households than their peers across the state and therefore have a significantly high need for programs support through programs like 21st CCLC.

c. Student behavioral data: According to INDOE, only Blair Pointe Upper Elementary school has a suspension rate above the state average, but is more than twice the state average (11.3% vs. 4.8% IN average). Furthermore,



21ST CCLC

the future indicators for Miami County students are troubling. According to the 2018 Indiana Youth Survey conducted by Indiana University, 8th graders in Miami County reported the following behavioral indicators that are all rated as "Elevated Risk and Higher than State scores":

- Lower rewards for prosocial involvement
- Lower commitment to school
- Lower interaction with prosocial peers
- Lower perceived risk of drug use

Additionally, 2 in 5 8th graders reported parental attitudes favorable toward antisocial behavior, and 1 in 5 reported favorable attitudes toward drug use. Combined, these indicators show a clear trend that is rooted in inadequate social and emotional competencies and points toward a significant need for additional SEL programming. Furthermore, Miami County mental health providers have recently reported a 70% increase in referral calls, and increased rates of domestic abuse, alcohol and drug abuse, and suicides have been reported by various agencies throughout Miami County over the past six months. The extended lockdowns in response to COVID-19 have resulted in youth isolation from positive adult role models and peers and have caused additional strain on families due to unemployment and untreated chronic disease. While anecdotal in nature, our local mental health providers are warning of a significant uptick in anxiety, depression, and self-harm that will have dramatic effects on our youth. Without the resiliency and coping skills learned through SEL, the future for Miami County will be a difficult one.

2. Current Programming: Except for home based day cares and short term sports and church camps, the Miami County YMCA is the only provider of out-of-school time child care for school age children. We run a before and after school program at the YMCA in Peru, serving 50 students after school from Peru School Corporation along with 3-5 participants from North Miami Schools. Our school based site at Maconaquah Elementary in the southern part of Miami County serves on average 10 students after school from the Maconaquah School District, and there are no other programs serving North Miami Schools, primarily due to distance and lack of transportation.

One in five of Miami County youth lives in poverty, which is a barrier to attend after school programming due to the cost and lack of transportation. Because our 21st CCLC program will be offered free of charge to participants

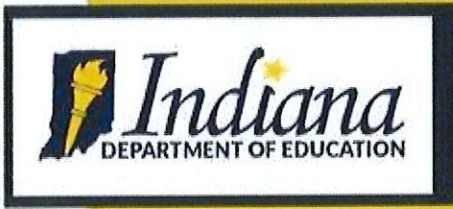


21ST CCLC

and transportation has been included, we will be able to close the service gaps caused by poverty and lack of transportation. Also, the recent impact of COVID-19 saw a number of child cares and day camps close throughout the region, either because of lack of resources to meet the additional staff and cleaning requirements or because their sites were on school owned property and therefore were not allowed to operate. By holding our program at the YMCA, we decrease the risk of an interruption in our program due to school facility closures and can more reliably meet the needs of working parents and their children.

3. Enhance or Expand: Providing a 21st CCLC program in place of our YMCA after school program will both enhance and expand current out-of-school programs. With deliberate focus on SEL, our 21st CCLC will have a deeper impact on participants by increasing their social and emotional competencies—we simply do not have the funding or staff capacity to enhance our current program in this way. By bringing students from all three districts to one central site at the YMCA, we will be able to consolidate our efforts and maintain a high level of quality and fidelity toward the desired outcomes, thereby achieving the deepest impact for the dollars invested in curricula, staff development, and use of program partners. Also, by offering the program at the Y instead of school sites, we lower the risk of an interruption of programming because of a resurgence of the virus or other reasons a school may be closed. Furthermore, the level of partnerships will significantly increase with the 21st CCLC project, and this will bring an unprecedented amount of volunteers, expertise, staff development and other resources. 21st CCLC also will require a high level of collaboration with schools, ensuring a better result academically and behaviorally as we align our efforts with those of classroom teachers and counselors.

At the same time we are providing a deeper impact, we will also be reaching more students. Offering after school care at no cost to parents, including free transportation to and from the site, will eliminate the barriers of low income and lack of reliable transportation that many households in Miami County face. Furthermore, this program will allow us to attract more participants from North Miami Schools, where there are no providers servicing their district. Overall, we expect to serve 85 regularly attending participants—a 30% increase over the 65 total we currently serve after school.



21ST CCLC

4. Identified Needs: We identified needs in a variety of ways, including:

- Reviewing community demographic data, including income, employment, poverty levels, and other household measurements
- Assessing educational data, including school ratings, student proficiency on state assessments, and behavioral indicators
- Engaging school leaders, including superintendents, principals, and counselors
- Surveying agency councils and coalitions
- Surveying youth participants in Y sponsored substance abuse prevention programs, including Botvin Life Skills, Wingspan's AI's Pals, and youth support groups for at risk children held at the YMCA and several school sites

The YMCA also included youth needs in our most recent strategic planning process. This allowed us to engage hundreds of parents, agency and government leaders, key school personnel, church leaders, and other community stakeholders in a fact finding process to understand the current assets, challenges, and community needs. As part of our strategic plan development, the Y conducted several community focus groups in 2019 that included parents and grandparents, and we co-sponsored the Miami County Youth Summit with the Miami County Community Foundation. The Summit brought together over 100 stakeholders from across every sector of our Miami County to discuss the needs, gaps, and solutions to better serve our youth. 3 of the top 5 needs identified at the Youth Summit will be included in our 21st CCLC program: more after school programs, increased social and emotional competencies, and more resources for troubled youth.

PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

1. Project Collaboration: Our program will collaborate with other agencies in a variety of ways, depending on the type of agency and the resources available:

School Districts: All three Miami County school districts (Peru Community Schools, Maconaquah School Corporation, and North Miami Community Schools) have agreed to partner with the YMCA in support of a 21st CCLC after school program site at the Y. They will provide relevant student and school data, assign applicable personnel, assist in the recruitment of



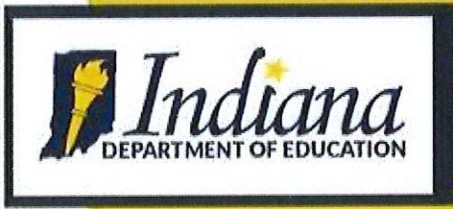
21ST CCLC

participants, and help us communicate the details and value of our 21st CCLC program to their respective constituents and stakeholders. Furthermore, they have all agreed to provide transportation (in kind) through their bussing system to our program site for eligible students.

More For Miami Coalition: The More For Miami Coalition started in 2016 as a result of an Indiana Department of Mental Health and Addiction (DMHA) grant we received to facilitate and implement substance abuse prevention programs throughout Miami County. Although the DMHA grant has expired, the coalition has remained in place and has been recently reinforced by a five year Drug Free Communities federal grant, which the YMCA successfully earned in 2019. The coalition has agreed to provide trainers and instructors to implement Botvin Life Skills Training (LST) with our participants in grades 3-5 and the AI's Pals program for grades K-2. Both programs are evidenced based and proven to increase social and emotional competencies in youth, and our efforts will help the coalition expand the reach of LST beyond the middle school age implementation already in place. More For Miami has also agreed to connect us to potential partners and volunteers through their coalition network, which includes twelve different sectors and encompasses the entire county. All of More For Miami's work will be in kind, with the exception of payments for LST and AI's Pals instructors and related course materials.

Y Transit Services: The Miami County YMCA has been successfully operating the county's public transportation system for more than 25 years. The majority of funding to operate this program comes primarily from the Federal Transit Authority (FTA), the Indiana Department of Transportation (INDOT) and Medicaid transportation reimbursements. While technically a branch of the YMCA, Y Transit has funding streams, regulations, and other provisions that separate it from our regular YMCA operations, and because of this unique relationship, we formalized the services that will be provided by Y Transit in an MOU. Y Transit has agreed to provide transportation home for any 21st CCLC participants who otherwise do not have a parent or caregiver who can pick them up after the program concludes each day at 6pm. Transportation will be paid through the 21st CCLC budget at the normal student rate, so there will be no cost to the families who need this service.

Aces Plus: Aces Plus is a local business that specializes in health strategies and promotion. They have extensive knowledge and work experience in



21ST CCLC

substance abuse prevention, health systems strategies, and coalition networking. They have agreed to train 21st CCLC staff and any other interested personnel, volunteers and contractors connected with the program in Positive Culture Framework (PCF). Created by the Center for Health and Safety Culture at Montana State University, PCF is a research based approach to improving the health and safety in our communities and organizations. The PCF strengths-based framework teaches how to use a positive mindset to communicate the impact and value of a program or organization and aligns well with our 21st CCLC's focus on SEL. Furthermore, Aces Plus has agreed to produce a newsletter template that we will use to communicate with parents and other stakeholders about program impact and student achievement.

Indiana Youth Institute (IYI): Established in 1988, the Indiana Youth Institute (IYI) exists to improve the lives of all Indiana children by strengthening and connecting the people, organizations and communities that are focused on kids and youth. IYI is a statewide organization that serves children by supporting, educating, and collaborating with more than 10,000 youth-serving practitioners and their organization each year. On an annual basis, IYI's work includes multi-year or multi-site evaluations, as well as 100+ short-term consulting projects. For our 21st CCLC project, IYI will provide Local Evaluation services, and we look forward to working with them in support of achieving 21st CCLC program goals.

In addition to the formal partners above, we will continue to use the **Children and Adult Community Food Program (CACFP)** for meals and snacks for the 21st CCLC program, which will ensure our participants will receive a healthy meal daily after school that will meet all nutritional requirements. The YMCA is already qualified for CACFP funding.

2. Identifying Partners: Partners were identified through the various existing relationships the YMCA has developed throughout the county. All of our initial program partners have worked with the YMCA on previous programs and initiatives, and all have proven to be competent, trustworthy, and committed to achieving outcomes that benefit the community. We included each partner in the development of the application by engaging them in Zoom meetings and in-person discussions of 21st CCLC goals and requirements as well as their potential contributions to the project. MOUs were designed for each partner and specify the partner's expected



21ST CCLC

involvement, giving each ample time to ask questions and suggest revisions. All partners listed above have agreed to their roles in this project, and we have included signed MOUs with this application.

3. Volunteers: Volunteers will be recruited in a variety of ways through our network of partners:

- Communication to YMCA members
- Recruitment activities by school personnel
- Communication to other nonprofit agencies through the local United Way, Community Resource Council, Substance Abuse Prevention Council, local Systems of Care, and various other churches and volunteer organizations
- Recruitment through the More for Miami Coalition's network of members representing twelve community sectors

All volunteers will be subject to a background check, as per the requirements of the YMCA, school partners, and the 21st CCLC program.

Furthermore, volunteers will directly impact the need and goals of our program by providing:

- Positive adult role models
- Expertise in tutoring and other academic support
- Exposure to other potential funders and resources for future sustainability

Volunteers will also help maximize 21st CCLC funding by providing additional personnel and resources that would otherwise have to be paid for by grant dollars.

PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

1. Recruitment Criteria: Our recruitment strategy includes efforts to specifically target academically disadvantaged students throughout Miami County by partnering with all five elementary schools:

- Elmwood Primary Learning Center—Grades K-2
- Blair Pointe Upper Elementary—Grades 3-6
- Pipe Creek Elementary—Grades K-1
- Maconaquah Elementary—Grades 2-5
- North Miami Elementary—Grades K-6



21ST CCLC

The five schools we are targeting represent three Miami County school districts, and all five have a majority of students who are academically disadvantaged. According to IDOE, proficiency scores at all five elementary schools are 5-8 points below the state average in English Language Arts (ELA), which means less than half of Miami County students are testing as proficient in ELA. Only one school has scored just above 50% proficiency in mathematics, with the lowest of the five schools scoring at just 39% proficiency. Furthermore, according to the Indiana Youth Institute (IYI), Miami County students ranked 80th out of 92 counties in passing Math ISTEP+ and ILEARN and 74th in passing English Language Arts ISTEP+ and ILEARN in 2019.

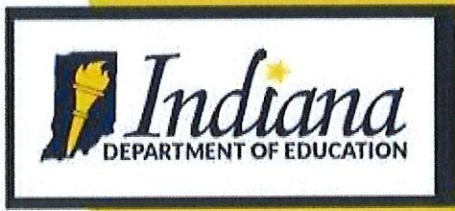
In addition to analyzing economic and academic assessment numbers, we will also work directly with classroom teachers and counselors to identify individual students who are most in need of additional support through the 21st CCLC. Students identified through school referrals will be given preferential priority during the registration period at the beginning of the year.

Furthermore, our entire county's school age youth population qualifies as "At Risk" in the Children and Adult Community Food Program (CACFP) criteria, the highest level of need category. Considering this rating and that the median household income in Miami County is 15% below the Indiana average, we believe that to best serve our community's disadvantaged youth, we needed to recruit students from all three of the county's school districts by working directly with all five elementary schools, as listed above.

2. Community Data: According to the Robert Wood Johnson Foundation's 2020 County Health Rankings, in Miami County:

- 1 child in 5 lives in poverty
- 1 child in 3 lives in a single parent household
- Median household income (\$47,600) is 15% below the Indiana average

According to the Indiana Department of Workforce Development's latest income numbers (2018), Miami County workers' per capita income is 26% below the state average. Furthermore, IDOE reports that children from all five schools we are targeting have free and reduced lunch (FRL) eligibility above 40%, with 4 of the 5 schools reporting nearly two thirds of students qualify for FRL. Our entire county's school age youth population qualifies as "At Risk" in the Children and



21ST CCLC

Adult Community Food Program (CACFP) criteria, their highest level of need category.

3. Parental Involvement: Parental involvement in a student's education is a strong predictor of long term achievement, so we will implement several activities designed to increase the number of parents and caregivers who are involved in students' lives:

- **Lending Library:** We will establish a lending library that will include books appropriate for the full range of reading proficiency. Participants will be able to borrow books throughout the school year specifically to be read at home, and families will be encouraged to read together. Progress will be tracked through parent and youth surveys, and a monthly parent newsletter will note the benefits of reading with their children.
- **Family Nights:** We will host at least two family nights per semester that will include read-aloud activities and other family activities, such as cooking, board games, and an art show, which will showcase student work.
- **Parent's Newsletter:** We are engaging Aces Plus to design a newsletter template through which we can effectively communicate the benefits of family activities like reading, family dinners, and other activities. The newsletter will contain tips for helping their children with academics, social and emotional development, and ways to become more involved in their children's education.

4. Snack and/or Meals: We already use the Children and Adult Community Food Program (CACFP) to provide meals and snacks for all of our child care programs, so we will continue this program for the 21st CCLC project to ensure all participants receive a healthy meal each day that they attend the after school program. CACFP standards meet all nutritional standards set by the USDA and IDOE.

5. Weekly Schedule: We have designed a weekly schedule to maximize participant's time and physical, academic, and social and emotional (SE) development needs:



21ST CCLC

AFTER SCHOOL DAILY SCHEDULE

(180 program days after school)

Mondays:

- 2:45pm-3:30pm—Grades K-2
 - Arrival by school bus, check in, gym games, and Group Huddle time; transition to supper (bathroom, handwashing, etc.)
- 3:15pm-3:30pm—Grades 3-6
 - Arrival by school bus, check in and transition to supper (bathroom, handwashing, etc.)
- 3:30pm-4:00pm—All Grades
 - Supper
- 4:00pm-4:30pm—All Grades
 - Homework help and tutoring (as needed) or small group activities (board games, informal reading, Legos, etc.)
- 4:30pm-6:00pm(alternates weekly)—Grade K-2
 - Al's Pals lesson, Cooking Club, read-alouds, and special guests from the community
- 4:30pm-6:00pm(alternates weekly)—Grade 3-6
 - Life Skills lesson, Cooking Club, Book Club/Arts Club, and special guests from the community
- 6:00pm—All Grades
 - Departure

Tuesdays:

- 2:45pm-3:30pm—Grades K-2
 - Arrival by school bus, check in, gym games, and Group Huddle time; transition to supper (bathroom, handwashing, etc.)
- 3:15pm-3:30pm—Grades 3-6
 - Arrival by school bus, check in and transition to supper (bathroom, handwashing, etc.)
- 3:30pm-4:00pm—All Grades
 - Supper
- 4:00pm-4:30pm—All Grades
 - Homework help and tutoring (as needed) or small group activities (board games, informal reading, Legos, etc.)



21ST CCLC

- 4:30pm-6:00pm—All Grades
 - Mindworks curriculum activities and Journaling or Read-Aloud, as appropriate
- 6:00pm—All Grades
 - Departure

Wednesdays:

- 2:45pm-3:30pm—Grades K-2
 - Arrival by school bus, check in, gym games, and Group Huddle time; transition to supper (bathroom, handwashing, etc.)
- 3:15pm-3:30pm—Grades 3-6
 - Arrival by school bus, check in and transition to supper (bathroom, handwashing, etc.)
- 3:30pm-4:00pm—All Grades
 - Supper
- 4:00pm-4:30pm—All Grades
 - Homework help and tutoring (as needed) or small group activities (board games, informal reading, Legos, etc.)
- 4:30pm-6:00pm—All Grades
 - Swimming activities or small group games, informal reading/journaling, as appropriate
- 6:00pm—All Grades
 - Departure

Thursdays:

- 2:45pm-3:30pm—Grades K-2
 - Arrival by school bus, check in, gym games, and Group Huddle time; transition to supper (bathroom, handwashing, etc.)
- 3:15pm-3:30pm—Grades 3-6
 - Arrival by school bus, check in and transition to supper (bathroom, handwashing, etc.)
- 3:30pm-4:00pm—All Grades
 - Supper
- 4:00pm-4:30pm—All Grades
 - Homework help and tutoring (as needed) or small group activities (board games, informal reading, Legos, etc.)



21ST CCLC

- 4:30pm-6:00pm—All Grades
 - Mindworks curriculum activities and Journaling or Read-Aloud, as appropriate
- 6:00pm—All Grades
 - Departure

Fridays:

- 2:45pm-3:30pm—Grades K-2
 - Arrival by school bus, check in, gym games, and Group Huddle time; transition to supper (bathroom, handwashing, etc.)
- 3:15pm-3:30pm—Grades 3-6
 - Arrival by school bus, check in and transition to supper (bathroom, handwashing, etc.)
- 3:30pm-4:00pm—All Grades
 - Supper
- 4:00pm-4:30pm—All Grades
 - Homework help and tutoring (as needed) or small group activities (board games, informal reading, Legos, etc.)
- 4:30pm-6:00pm—All Grades
 - Group Huddle time, Gym activities or small group games, informal reading/journaling, as appropriate
- 6:00pm—All Grades
 - Departure

FULL DAYS OUT SCHEDULE—ALL GRADES

(25 days of Intercession days out of school)

6:00AM-8:00AM: Participant arrival, check in, informal gym games and small group activities; transition to breakfast (bathroom, handwashing, etc.)

8:00AM-8:30AM: Breakfast

8:30AM-9:00AM: Group Huddles; review schedule for the day

9:00AM-10:00AM: Alternating Club activities: Sports, Cooking, Book/Arts

10:00AM-11:00AM: Alternating Club activities: Sports, Cooking, Book/Arts



21ST CCLC

11:00AM-12:00PM: Alternating Club activities: Sports, Cooking, Book/Arts; transition to lunch (bathroom, handwashing, etc.)

OR

9:00AM-12:00PM: Field Trip; transition to lunch (bathroom, handwashing, etc.)

12:00PM-12:30PM: Lunch

12:30PM-1:00PM: Rest period: informal reading, journaling, quiet time

1:00PM-3:00PM: Alternating activities: Swimming, read-alouds, journaling, special guest activities; transition to snack (bathroom, handwashing, etc.)

3:00PM-4:00PM: Snack; Mindworks and reading activities

4:00PM-5:00PM: Group gym games

5:00PM-6:00PM: Informal gym games and small group activities; departures

6:00PM: Departure

6. Alignment to Standards: Our program elements are designed with Indiana Academic, Social and Emotional, and Afterschool Standards in mind:

Academic Standards: We have chosen Mindworks as our academic enrichment curriculum. The program is evidenced based and proven to improve both English Language Arts (ELA) and Mathematics proficiency in Grades K-6. The curriculum uses creative lessons that incorporate all four learning styles and are aligned with both national and state standards in reading comprehension, fluency, quantitative and abstract reasoning, computation, measurement, and others.

Social and Emotional Learning (SEL) Competencies: We have chosen two curricula that are evidenced based and proven to build social and emotional competencies in youth, and together, they range from Grades K-6:

- **AI's Pals by Wingspan** is designed to build SE in youth up to 8 years old through a series of lessons that teach children how to express feelings appropriately, use self-control, solve problems peacefully, make healthy choices, and others. This aligns with IDOE SEL Competencies by developing Insight, Collaboration, Critical-Thinking, Regulation, and Connection.



21ST CCLC

- **Botvin's Life Skills Training (LST)** is designed to build SE in youth age 9 and older with age appropriate lessons that teach children personal self-management, general social skills, drug resistance skills, and others. This aligns with IDOE SEL Competencies by developing Insight, Collaboration, Critical-Thinking, Regulation, and Connection.

Afterschool Standards: By focusing on staff development that supports building social and emotional competencies in participants, the highly interactive nature of our program aligns well with the Indiana Afterschool Standards in Human Relationships. Our positive behavior management practices and deliberate emphasis on family involvement are two other examples of alignment with this standard. We also meet standards in Safety, Health, and Nutrition by keeping equipment and program areas in good working order, training staff in a variety of safety oriented practices, using a photo ID requirement for sign out, and providing meals and snacks through the CACFP, which meets all nutritional guidelines. Our staff development plan offers robust opportunities at all staff levels and reinforces our culture of continuous improvement—this meets several Administrative Standards. We also use background checks, written job descriptions, written personnel policies and other Administration standards.

7. Staff Recruitment and Retention: Our staff recruitment and retention strategies will follow all guidelines and protocols already established by the YMCA and applicable state and federal laws. This includes specific practices in equitable hiring, fair and honest performance reviews, and leadership coaching. Our job descriptions all include performance standards for character driven conduct, including welcoming all people regardless of race, religion, sex, or disability. Our current YMCA personnel reflect the county's demographics of race, age, and income, and we will use the same standards and practices when recruiting and retaining staff and volunteers for the 21st CCLC program.

Our 21st CCLC staffing plan includes:

- **Program Director:** This will be a full time exempt position with the requisite wage and benefits. The Program Director will report to our Youth and Family Director, who is on the senior staff team at the YMCA and oversees all of our child care and preschool education programs.



21ST CCLC

- Site Coordinator: A part time hourly position, the Site Coordinator will work both as a Front Line staff member in leading activities but also will be relied upon to oversee the site in the absence of the Program Director.
- Front Line Program Staff: For 85 participants, we will be hiring 5-6 part time workers provide direct service delivery of academic, SEL, and recreational activities. Front Line Program staff will report directly to the Program Director or the Site Coordinator, in the absence of the Program Director.
- Program Administrative Assistant: To maintain accurate records for attendance, food program participation and paperwork, and registration information, our staff plan includes a part time staff member who will focus on back office responsibilities. The Administrative Assistant will report directly to the Youth and Family Director and be available to assist both the Program Director and Site Coordinator.

Our program budget reflects the following wage scale for our 21st CCLC positions:

- Program Director (1): \$37,000 per year salary plus benefits, including health insurance, retirement, and Y member benefits.
- Site Coordinator (1): \$10.00 per hour with 15-20 hours per week; may be eligible for some retirement and Y membership benefits, depending on tenure with the YMCA
- Front Line Program Staff (5-6): \$9.00 per hour, approximately 15 hours per week. Program staff will be eligible for some retirement and Y membership benefits, depending on tenure with the YMCA.
- Program Administrative Assistant (1): \$9.00 per hour, approximately 10 hours per week. The Administrative Assistant will be eligible for some retirement and Y membership benefits, depending on tenure with the YMCA.

The scale and benefits are largely above the typical wage in Miami County for similar positions.

EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)

Since 1987, the Miami County YMCA has been successfully providing out of school time programming for youth, and all three school districts in Miami County (Peru Community Schools, Maconaquah School Corporation, and



21ST CCLC

North Miami Community Schools) have been our partners since the inception of our program. Over the years, the districts have provided a variety of resources and assistance, including bussing, program space, and collaborating on special events in support of our common interest to serve families of all types and income levels. Furthermore, all three districts have relied on the YMCA's child care program to comply with the requirement to provide for after school programming since the requirement was put into place in 1990, and our registered ministry license and food program qualifications have been maintained in good standing since those programs began.

Specifically for students in Grades K-6th, the Y has provided before and after school child care and day camp for over 4,000 children over the past 37 years, with an average year-to-year retention rate of 66%. The top reasons stated by parents who do not return are a move out of the county or their children have simply aged out of our program. According to area Kindergarten teachers, children who graduate from our preschool education program consistently test in the 95th percentile on Kindergarten readiness assessments, and while our school age program is recreational in nature, anecdotal evidence from parents, teachers, and administrators clearly recognize positive academic and behavioral outcomes achieved by our program participants. Through the 21st CCLC program, we will be able to add quantitative data to confirm and deepen the impact we have on both academic and behavioral achievement.

Our long-term experience in delivering high quality and high impact programming have resulted in the Y becoming well known as a valued after school provider for school age children and the first choice for many working families. Because we are already well established in the community, we will be able to achieve high rates of recruitment, retention, and program attendance. Our existing relationships with all three school districts will allow for regular and relevant communication of students' achievement and the ability to make coordinated adjustments throughout the year, both in the 21st CCLC program and in the classroom.

To achieve high rates of regular program attendance, we will:

- Offer the After School program at no cost to parents
- Ensure safe, convenient transportation to and from the YMCA program site



21ST CCLC

- Provide a daily, healthy meal at no cost to the participants through the CACFP program
- Communicate regularly with parents regarding participants' growth and successes

To ensure youth will receive the academic support needed to demonstrate improved academic achievement, we will:

- Use evidence based curriculum to enhance math and language arts skills
- Provide daily additional academic support led by staff and volunteers with experience and training in tutoring school age students.
- Coordinate with local partners to enhance the program with evidence based curriculum that strengthens students' social and emotional learning competencies.

In summary, we have been the program of choice in Miami County for out of school time programming for nearly forty years, and the enhancements that will come with the 21st CCLC will only deepen our impact and broaden our reach.

PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

1. Evidence Based Programming: To address academic needs, we will be using academic enrichments kits developed by MindWorks Educational Resources. The curriculum is designed to be creative, hands-on, and student-centered and is proven to improve proficiency in English Language Arts, Mathematics, and Social and Emotional Learning.

To further improve social and emotional competencies, we will be using Wingspan's AI's Pals curriculum for grades K-2 and Botvin's Life Skills Training for grades 3-6. Both programs are evidence based and proven to help participants build self-awareness, empathy, emotion management, relationship skills, and healthy choices. Both programs also align with IDOE SEL Competencies by developing Insight, Collaboration, Critical-Thinking, Regulation, and Connection.



21ST CCLC

2. Implementation Table: Template provided by 21st CCLC RFP is below:

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1. Improve Academic Achievement	1. Increase English Language Arts (ELA) proficiency among Regularly Attending Participants (RAPs)	1.1. Staff & volunteers will use evidence based language arts activities from the MindWorks curriculum 1.2. Staff & volunteers will facilitate read-aloud and journaling activities with participants 1.3 Staff & volunteers will provide tutoring for the most in-need students during daily homework time	1.1. At least 75% of RAPs will improve their scores by at least one level or grade on applicable state and/or local ELA assessments by the end of the school year (ILEARN, IREAD-3, local report cards)	1.1. Track pre and post assessment results on applicable state and/or local ELA assessments through local school liaisons and the MindWorks curriculum. 1.2. Track report card grades for ELA throughout the school year through local school liaison 1.3. Gather feedback through surveys at least twice per year and regular in person discussion with parents, teachers, program staff, and administrators.
	2. Increase mathematics proficiency among Regularly Attending Participants (RAPs)	2.1. Staff will use evidence based Mathematics activities from the MindWorks curriculum 2. 2 Staff & volunteers will facilitate cooking club group activities with participants 2.3 Staff & volunteers	2.1. At least 60% of RAPs will improve their scores by at least one level or grade on applicable state and/or local Mathematics assessments	2.1. Track pre and post assessment

		will provide tutoring for the most in-need students during daily homework time	by the end of the school year (ILEARN, local report cards)	results on applicable state and/or local mathematics assessments through local school liaison and the MindWorks curriculum. 2.2. Track report card grades for mathematics throughout the school year through local school liaison 2.3. Gather feedback through surveys at least twice per year and regular in person discussion with parents, teachers, program staff, and administrators
2. Improve Social & Behavioral Outcomes	1.Improve Regularly Attending Participants' (RAPs) social and emotional skills that align to IDOE's SEL competencies of Insight,	1.1. Staff will Implement evidence based Botvin Life Skills Training (LST) for participants age 9-12 (grades 3-6) & evidence based Wingspan's AI's Pals for participants age 5-8 (grades K-2). 1.2. Staff &	1. 80% of RAPs will achieve age appropriate proficiency in SEL competencies as measured by Botvin LST assessment or AI's Pals	1.1. Track pre and post assessment results from Botvin LST curriculum & AI's Pals curriculum. 1.2 Gather feedback through surveys at least twice per year and regular

	<p>Regulation Collaboration, Connection, & Critical-Thinking.</p> <p>2. Improve Regularly Attending Participants' (RAPs) ability to make Healthy Choices.</p>	<p>volunteers will facilitate SEL themed read-aloud and journaling activities with participants.</p> <p>1.3 Staff & volunteers will facilitate club activities that promote teamwork, problem solving, and empathy: Cooking, Sports, & Arts/Book Clubs.</p> <p>2.1. Staff will Implement evidence based Botvin Life Skills Training (LST) for participants age 9-12 (grades 3-6) & evidence based Wingspan's AI's Pals for participants age 5-8 (grades K-2)</p> <p>2. 2. Staff & volunteers will facilitate Group Huddle and journaling activities that promote problem solving, physical health, and resistance to substance abuse.</p>	<p>assessments by the end of the school year.</p> <p>2. 80% of RAPs will achieve age appropriate proficiency in SEL competencies as measured by Botvin LST assessment or AI's Pals assessments by the end of the school year.</p>	<p>in person discussion with parents, teachers, staff, and administrators.</p> <p>2.1. Track pre and post assessment results from Botvin LST curriculum & AI's Pals curriculum.</p> <p>2.2 Gather feedback through surveys at least twice per year and regular in person discussions with parents, teachers, staff, and administrators.</p>
3. Increase	1. Increase the number of caregivers	1.1. Staff will establish a Lending Library for RAPs to borrow	1.1. Acquire at least 2 age appropriate	1. 1. Gather surveys from parents, staff,

<p>Family Involvement</p>	<p>of Regularly Attending Participants (RAPs) who read to/with their children at home.</p>	<p>books to read at home.</p> <p>1.2. Staff will distribute a monthly newsletter that includes information on the benefits of parents reading with children.</p> <p>1.3. Staff and volunteers will model effective read-aloud and personal reading habits.</p>	<p>books for the Lending Library per participant by the end of the first month of the program.</p> <p>1.2. 80% of RAPs will take home a book at least once per week.</p> <p>1.3. Distribute newsletter monthly.</p>	<p>and participants three times per school year (beginning, middle, and end).</p> <p>1.2. Track Lending Library usage by RAPs</p> <p>1.3. Observe staff and volunteer interactions; review observations with staff at quarterly staff meetings and informal individual meetings.</p>
	<p>2. Increase the number of caregivers of Regularly Attending Participants (RAPs) who help participants with projects or schoolwork.</p>	<p>2.1. Staff and volunteers will host at least 2 family nights per semester that will include showcasing RAPs' art and other achievements.</p> <p>2.2. Staff will distribute a monthly newsletter that spotlights RAPs' achievements, upcoming projects and events, and the benefits of helping students with schoolwork.</p>	<p>2.1. Hold 4 Family Nights per year with at least 50% attendance by RAPs' caregivers.</p> <p>2.2. Communicate event information to caregivers at least 3 weeks prior to each event.</p> <p>1.3. Distribute newsletter monthly.</p>	<p>2.1. Gather surveys from parents, staff, and participants three times per school year (beginning, middle, and end)</p> <p>2.2. Track event attendance.</p>



21ST CCLC

PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

1. Communication Plan:

a. Applicable school leadership: The Program Director will communicate with school principals, superintendents, and school board members by:

- Providing a monthly report of the activities and achievements related to the 21st CCLC program
- Inviting applicable school leaders to visit the site at least 3 times per school year
- Presenting a report at each school district's board meeting at least once per school year, as made available by each school district

b. Applicable school-day staff

i. The Program Director will meet with each school's designated personnel to access all necessary student academic records and statewide evaluation data. 21st CCLC staff will abide by all state and local confidentiality requirements including, but not limited to, those established by the Family Educational Rights and Privacy Act, the Indiana Education Code, and the Welfare and Institutions Code governing client confidentiality.

ii. The Program Director will meet with each applicable classroom teacher and school counselor at least once per month to discuss participants' achievements, challenges, and alignment with classroom objectives.

c. Community Stakeholders: We will communicate the program's available services, location, hours of operation, calendar of service days, how to register and learn more information to parents/caregivers, teachers, school counselors, and other stakeholders by:

- Including program information in school registration communications and events.
- Attending in-person registration opportunities
- Providing information to eligible participants in our existing child care programs
- Providing information to schools with eligible participants to be included in school-to-parent communications, such as newsletters, emails, text messages, and others.
- Sharing program information with local agency coalitions, including the Community Resource Council, More For Miami Coalition, Systems of Care Coalition, and the Substance Abuse Prevention Council.



21ST CCLC

d. Families of program participants: We will communicate with families of program participants through:

- Daily, in-person meet-and-greets with parents/caregivers at pick-up time
- Monthly newsletters
- Special event invitations
- Parent Advisory Committee meetings and activities

2. 21st CCLC Terminology: All electronic and written communications, advertisements, and presentations will include the 21st CCLC terminology and the 21st CCLC logo. Usage of 21st CCLC terms and logo will follow all marketing guidelines such as size, color, and co-branding, as provided by 21st CCLC advisors.

PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

1. Professional Development Plan: Template provide by 21st CCLC RFP is included below:



IDOE 21st CCLC Program Professional Development Plan

Program Name	Miami County YMCA After School Program
Program Director	Barb Althouse
Dates of Implementation	June 1, 2020—June 30, 2021

If relevant to your program, include training provided by other funding (Title funds, grant-funded, etc.) as well as any school-day training that is applicable in the afterschool program. **Do not include IDOE 21st CCLC required trainings.**

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Department Orientation	Program Director	Basic introduction to program site and procedures; review of safety policies	Improves safety	Front Line—5 Coordinator—1	1	0 In kind from the YMCA	N/A	Within first 30 days	N/A
First Aid & CPR	YMCA Safety Instructor	Medical response procedures and skills	Improves safety	All Staff, as needed: Program Dir—1 Coordinator—1 Front Line—5	3	\$400	21st CCLC	Within first 30 days	N/A
Child Abuse Prevention	I-LEAD	Learn how to detect, respond, report, and prevent child abuse	Improves safety	All Staff, as needed: Program Dir—1 Coordinator—1 Front Line—5	1	0 In kind from the YMCA	N/A	Within first 30 days	Professionalism
Child Development (Modules)	I-LEAD	Learn the principles of child development, health & safety	Improves staff/participant interaction and response to	All Staff, as needed: Program Dir—1 Coordinator—1	13	0 In kind from the	N/A	Within first 6 months	Applied Human Development

IDOE 21st CCLC Program Professional Development Plan

1-5)		behavioral problems	Front Line--5		YMCA			
YMCA Safety Trainings: Slip/Fall, BBP, Safe Lifting, Appropriate Touch	Redwoods Insurance Company	Prevent staff and participant injury	All Staff, as needed: Program Dir--1 Coordinator--1 Front Line--5	4	In kind from the YMCA	N/A	Within first 45 days	N/A
Leading and Coaching Others	YMCA of the USA	Learn leadership development coaching method of staff supervision	Program Dir--1	24	\$500	21st CCLC	Within first year	Professionalism; Relationship & Communication
Turnkey PD	National Afterschool Assoc.	Build core knowledge of afterschool competencies	All Staff, as needed: Program Dir--1 Coordinator--1 Front Line--5	Varies: Self-paced	\$800	21st CCLC	Within first year	Professionalism
IAN Standard	Indiana Afterschool Network	Learn how to program for indoor & outdoor environments—activities and relationships	All Staff, as needed: Program Dir--1 Coordinator--1 Front Line--5	6	0 In Kind from the YMCA	N/A	Within first year	Developmental Practice; Relationship & Communication
NAEYC Conference	NAEYC	Learn from experts in child development and programming	Program Dir--1 Coordinator--1 Front Line--2	16 hours	\$1,450	21st CCLC	Within first year	All Competencies
Positive Culture Framework	Aces Plus	Develop positive mindset and learn how to spotlight youth	All Staff, as needed: Program Dir--1 Coordinator--1	12 hours	0 In kind from the	N/A	Within first year	Relationships and Communication



IDOE 21st CCLC Program Professional Development Plan

	achievements	Front Line--5	16 hours	YMCA	21st CCLC	Within first year	All Competencies
IYI Youth Conference	Learn from experts in child development and programming	Program Dir--1 Coordinator--1 Front Line--2	16 hours	\$1,100	21st CCLC	Within first year	All Competencies

Professional Development Plan Cost:

Total Estimated Cost	\$4,250	% of Total Budget	2.0%
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21ST CCLC

2. Assessment: Our overall staff supervisory strategy is based in a leadership development coaching model created by YMCA of the USA, and it facilitates and encourages open communication and feedback between front line staff and their supervisors. This method has been in place at our YMCA since 2013, and we will employ this same strategy for our 21st CCLC staff. Staff development needs and capacity will also be assessed in a variety of ways, including formal assessments:

- IN-QPSA (annually)
- YMCA Performance Reviews (annually)
- Hello Insight Social & Emotional Competencies assessment (2/year)

Feedback from parents, school personnel, and other stakeholders will be shared at quarterly staff meetings, as well as input from our Local Evaluator, including the annual Local Evaluation Report. Staff meetings will also include time for staff to provide feedback to the Program Director, and informal opportunities will happen throughout the year in day-to-day interaction and supervision activities.

3. Staff Plans: Our staffing plan is built on the same supportive “coaching” structure that we use throughout the YMCA, which uses a problem solving model that coaches the staff member from exploration of the situation and problem, developing a plan and putting the plan into action, and sustaining the change over a longer period of change. Leadership Coaching provides the bridge between formal “classroom” training and what happens on the job, where most adult learning occurs. The foundation of this method is a commitment to a common purpose and ample opportunity for reflection throughout the process.

In the context of the 21st CCLC, all staffing levels are first aligned around a clear understanding of the common program goals and objectives, with each level focused on a different aspect. Our Front Line staff will facilitate activities with direct, daily interaction with our participants. The Site Coordinator will ensure that staff members stay on schedule, smoothing the transitions from activity to activity, helping with initial behavioral or other issues, and providing extra attention to participants when needed. The Program Director has a more strategic role—planning and selecting activities that align with program objectives, identifying gaps and solutions, ensuring program fidelity, and managing parent, partner, and potential funder



21ST CCLC

relationships toward longer term stability, both for the participants and funding.

The Program Director will be supported by the YMCA's Youth and Family Director, who oversees all of our child care and preschool education programs. She will provide support to the 21st CCLC project by managing the relationships with other YMCA directors, linking the Program Director to funders and other potential stakeholders, represent the program at YMCA board and senior staff meetings, and provide support and coaching to the Program Director for personnel, parent, partner, or other stakeholder challenges and opportunities that may occur throughout the year.

Furthermore, because the 21st CCLC program will be integrated with the YMCA, the entire catalog of staff development opportunities will be made available to 21st CCLC staff and volunteers, including a wide range of professional development, program management, behavioral management, facilitation skills, conflict resolution, leadership coaching, and other training opportunities.

4. Enhancing Quality: Our previous work in Youth Development through the YMCA has proven that the best way to ensure high quality experiences and impact for participants is to invest in staff development. First and foremost, our training plan ensures a safe and stable environment through formal certifications like CPR and First Aid and other workshops in Child Abuse Prevention, safe food handling, and Blood Borne Pathogens. Orientation that includes reviewing check in/check out procedures, staff conduct, and other safety policies reinforce our program safety goals. Trainings in child development, social and emotional competency building, and specific curriculum delivery provide staff with a strong foundation in core concepts and ensure our best possible opportunities for achieving individual program objectives and long term strategic goals.

EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

1. Evaluation Plan:

a. Type of data collected: We plan to collect a combination of quantitative data and qualitative data to provide the clearest picture of participants' progress toward planned outcomes. Quantitative data will include:



21ST CCLC

- Student demographics and program attendance
- Student grades in Language Arts and Mathematics
- Student achievement on state and local assessments, including ILEARN and IREAD-3
- Social and Emotional competencies through pre and post tests provided by Botvin Life Skills and AI's Pals evidence based curricula

Qualitative data collected through surveys and in-person meetings will include assessing:

- Parental engagement in academic activities at home
- Student behavior in class, in the CCLC program, and at home
- Student attentiveness and participation in class and in the CCLC program
- Staff capacity and development needs through the IN-QPSA
- Overall program quality and alignment with applicable state standards

b. When data will be collected? Data will be collected throughout the year; frequency will depend upon the specific data and the assessment tool:

- Demographics: 1 time per school year, upon registration
- Program attendance: tracked daily
- State assessments: 1 time per school year
- Grade reports: 2-4 times per year, depending on each school's practices
- Social and Emotional competencies: 2-3 times per school year
- Parental engagement: 3 times per year
- Student behavior: 3 times per year
- Student attentiveness and participation: 3 times per year
- Staff capacity and development needs: 2 times per year
- Program quality and alignments: 1 time per year

c. How will the data be collected (instruments)? Data will be collected throughout the year by a variety of instruments, including:

- Registration forms
- Attendance forms
- ILEARN and IREAD-3 state assessments
- School grade report cards
- Botvin Life Skills pre and post tests



21ST CCLC

- AI's Pals pre and post tests
- Stakeholder surveys
- In-person meetings with stakeholders
- Parent Advisory Council meetings
- Staff observations and surveys
- Participant observations and surveys
- Indiana Quality Program Self-Assessment (IN-QPSA)

d. How will we use evaluation data to drive program improvement? Data collected more than one time throughout the year (for example, grade reports) will be used to make small adjustments in program activities, family engagement materials and events, and individual student activities. For example, if mid-term grade reports show students struggling in reading comprehension, our read-aloud and journaling activities will be adjusted to have more focus on comprehension.

Data collected one time per year will be reviewed with our Local Evaluator within one month of the end of each school year. 21st CCLC program staff will collaboratively develop a program plan for the next school year, detailing improvement strategies and the background data supporting any changes. This will coincide with the development of a comprehensive annual report that will include evidence of program quality and alignment to state standards, student attendance trends, progress toward the stated performance measures, and any recommendations for adjustments in the program. Once the report has been completed, 21st CCLC program staff will meet with designated school personnel to review the findings and agree upon recommendations for the following school year, as guided by our Local Evaluator.

2. Local Evaluator: We have selected the Indiana Youth Institute (IYI) to serve as our Local Evaluator, and a signed MOU is in place to show our mutual commitment to achieving 21st CCLC program goals. Established in 1988, the Indiana Youth Institute (IYI) exists to improve the lives of all Indiana children by strengthening and connecting the people, organizations and communities that are focused on kids and youth. IYI is a statewide organization that serves children by supporting, educating, and collaborating with more than 10,000 youth-serving practitioners and their organization each year. On an annual basis, IYI's work includes multi-year or multi-site evaluations, as well as 100+ short-term consulting projects.



21ST CCLC

IYI's Consulting Services, a professional evaluation research division of the Indiana Youth Institute, has become a resource for many youth-serving organizations when conducting evaluations. IYI Consulting Services has conducted large scale, multi-year and multi-site evaluations throughout Indiana, including the Department of Mental Health and Addiction, multiple 21st CCLC Center evaluations, the statewide 21st CCLC evaluation, projects with multiple school districts (including IPS), and projects throughout the state.

The 21st CCLC evaluation project will involve the skills and expertise of December LeTexier, Christina Arrom and a highly qualified and experienced evaluator to assure that the project meets the needs of Miami County YMCA within agreed upon timelines. Christina Arrom, J.D. is the IYI Client Success Manager and provides project supervision for all consulting services provided by IYI. With more than 10 years of experience in leading non-profits organizations, Ms. Arrom brings her expertise in program design, implementation, and evaluation to each project. The evaluator is to be determined, however it will include an IYI evaluator with several years of experience in program development and management.

3. Strategies of Measurements: Utilizing both quantitative and qualitative measures, we have developed an evaluation strategy that will provide comprehensive data collection without a significant increase in the number and frequency of assessments. Toward this end, we selected measurements that would provide the following:

- Alignment with local and state standards
- Proven and accepted methods to evaluate academic achievement and social and emotional competency growth
- A "360 degree" view of participants' engagement in the program and progress toward outcomes at home, in the program, and in the classroom
- Alignment with the requirements and stated goals of the 21st CCLC program
- Instruments that were already in place (e.g. ILEARN) or that we were already familiar with through previous YMCA work (e.g. AI's Pals)



21ST CCLC

SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

1. Transportation To and From: The program will take place at the Miami County YMCA in Peru, Indiana where we currently operate a school age child care program. Program space includes a large activity room dedicated to school age child care and day camp. The Y also provides a gymnasium, indoor pool, and other program space that is shared with other departments—all of these areas will be available for the 21st CCLC program. Our main after school program space is currently accessible by elevator and meets all standards set by the Office of Early Childhood and Out of School Learning (a department of the Indiana Family Social Services Administration) The gym, pool, and meeting rooms are also all handicap accessible. Furthermore, the YMCA is building a new facility that will include a wing specifically dedicated to child care and preschool education. All space in the new facility will meet all current building codes for safety and accessibility; the building is scheduled to be completed in the fall of 2021. Once completed, the after school program will be moved to the new facility and will have access to completely new and state of the art shared recreation space, including the gym, pool, and other program areas.

Transportation to the YMCA will be provided by the school districts through their respective bussing services. As is our current practice for our after school program, **transportation home from** our program will be provided by parents; for those parents who cannot pick up their children by the end of the program, transportation home will be provided at no cost to the parents by Y Transit, our rural public transportation system. Y Transit meets all safety standards set by the Indiana Department of Transportation (INDOT) and the Federal Transit Authority (FTA). For transporting youth participants, no child is permitted to remain unattended in the vehicle, and all children remain seated while the vehicle is in motion. Keys are removed from the vehicle at all times when the driver is not in the driver's seat, and smoking is prohibited in the vehicle. All drivers meet INDOT and FTA standards and are trained in CPR, First Aid, and other emergency response protocols; they must also pass a drug screen, background check, and several physical and mental health evaluations.

2. Needs of Working Families: We currently meet the needs of working families by maintaining strong relationships with school districts who use our facility as a bus stop—children come directly to the Y from school. Because



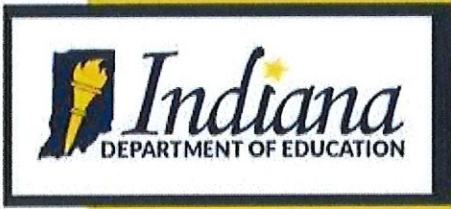
21ST CCLC

the Y operates the county's public transit system, we are uniquely qualified to meet working families with schedules that do not align with our program hours. This arrangement has been in place for several decades and has been proven effective and convenient for all involved.

3. On-site safety: Our safety practices and policies meet all standards set by the Office of Early Childhood and Out of School Learning (a department of the Indiana Family Social Services Administration) as well as the child safety standards set by our liability insurance company and YMCA of the USA. This includes requiring parent sign-out with photo identification and written emergency contacts and authorization to pick up. Child care staff are trained in CPR, First Aid, and other emergency response protocols, and all staff are trained in Child Abuse Prevention. Staff are required to agree to a written 22 point Code of Conduct, which includes standards for working with youth in a variety of YMCA and public settings. Specifically, staff are never alone with a single child where they cannot be observed by others, children are never left unattended, and staff do not release children to anyone other than the authorized parent, guardian, or other adult authorized in writing by the parent or guardian. Child care staff must also pass a fingerprint background check, drug screen, and TB screen.

4. Hiring Practices: Personnel are hired through a system that includes a written job application, job description, and in person interviews. A minimum of two references are verified, and all child care staff must pass a federal fingerprint background check before having access to participants. Specific physical requirements, licenses and certifications, and skills are listed in a written job description, which must be signed by the applicant before hire. Copies of any required certifications are kept in our personnel files. The YMCA has safety trainers on staff and offer CPR and First Aid training to any staff who are not yet certified, and we provide online training in child abuse prevention and other child safety practices for all employees. The YMCA's trainings in these areas meet all standards set by the Office of Early Childhood and Out of School Learning (a department of the Indiana Family Social Services Administration), our liability insurance company, and YMCA of the USA.

5. Background Checks: All YMCA employees and volunteers are required to pass a basic background check run through the Indiana State Police. Child care staff—including all employees, volunteers, and contractors who



21ST CCLC

would be working in the 21st CCLC program—are required to pass a federal fingerprint background check run through the IdentoGO, the state's preferred background check service. Checks are run by the YMCA's business office personnel, and the results are shared only with the hiring director. All background checks and other employee information are kept in locked, confidential employee files in the business office.

BUDGET (21ST CCLC BUDGET TEMPLATE INCLUDED IN SEPARATE FILE)

PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

Our program stability plan reflects our decades-long experience in providing after school programming for youth. Our 21st CCLC program will be incorporated into an already established child care program that offers affordable, safe, and high quality services for working families. Pricing reflects our nonprofit mission to provide affordable fees, and we already provide sliding scale scholarships for low income households. Over the last five years, we have built significant capacity to focus on social and emotional competency building through YMCA of the USA's Character Development Learning Institute (CDLI) initiative and More For Miami's Substance Abuse Prevention programming and resources. Four years of 21st CCLC programming and training will continue our progress toward integrating SEL into all of our youth programming. Specifically, we will sustain this program in the absence of 21st CCLC funds by continuing to:

- Include youth social and emotional competency building in the YMCA's Strategic Plan.
- Provide CDLI training for all youth development staff
- Include AI's Pals in our K-2nd graders after school activities
- Work with the More for Miami substance abuse prevention coalition to identify funding and partnership opportunities
- Provide sliding scale scholarships for all low income families
- Accept Child Care Development Fund (CCDF) vouchers to help offset program costs for low income families
- Partner with the Child and Adult Care Food Program (CACFP) to provide nutritious meals and snacks



21ST CCLC

Furthermore, we will:

- Invite representatives from the Miami County Community Foundation (MCCF) and the United Way of Miami County to visit our 21st CCLC program within the first year of the program. MCCF has recently become interested building social and emotional competencies in youth through mentorship, tutoring, and recreational programs, and the United Way raises money every year to support child care services for low income families. 21st CCLC programming will allow us to show the impact possible and establish a dialogue to work towards identifying future private or public funding for the program after the 21st CCLC program has been completed.
- Integrate youth social and emotional competency building into the YMCA's annual fundraising efforts. This will be accomplished within the first year of the 21st CCLC program by sharing the goals and accomplishments of the programs with the Y's fundraising volunteers and staff. Once established, potential donors will be invited to visit the program and learn more about the program's reach and achievements.

After adding four years of 21st CCLC training and SEL program experience to our already strong experience through CDLI and More For Miami, our program staff will be well prepared to continue an after school program focused on building SEL and helping participants and schools reach their goals. By achieving these sustainability goals, we will be able to provide additional funding to replace 21st CCLC program fund, and this will allow the Y to continue a robust, impactful program at no or little cost to all families regardless of their income.